



Care for your community

Teacher Guide

**A Community Education Program from
Keep America Beautiful, Inc. and Krylon®**

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Keep America Beautiful, Inc. gratefully acknowledges a grant from Sherwin-Williams Company, producer of the Krylon® brand of aerosol paint, which supported the development of the Graffiti Hurts™ community education manual and materials.

We also wish to thank Victoria Wilson for her knowledge and research, which contributed greatly to this manual, and the following Keep America Beautiful, Inc. affiliates, who provided case studies of graffiti prevention strategies:

Keep Albuquerque Beautiful, Inc.

Keep Cincinnati Beautiful, Inc.

Keep Indianapolis Beautiful, Inc.

Keep Providence Beautiful, Inc.

Keep San Antonio Beautiful, Inc.

Education and Graffiti Prevention

Two strategies a community can use to significantly reduce or even eliminate graffiti are rapid removal and education. Removing graffiti promptly sends a message that it will not be tolerated. Education is vital to foster in children a respect for the community and the property of others.

As an educator, you can help students develop the attributes of respect and responsibility – especially in younger students who have not yet become involved in graffiti. Students who possess these attributes understand how they, their families, and everyone in the community are hurt by graffiti and other forms of vandalism. They will also be able to channel their energies into more productive activities and help make their community graffiti-free.

The interdisciplinary lesson plans in this guide were developed and field-tested by teachers and Keep America Beautiful affiliates in cooperation with Keep America Beautiful, Inc.'s “Graffiti Hurts: Care for Your Community” education initiative. They are being used with permission.

The lesson plans are consistent with key characteristics for instructional soundness developed by the North American Association for Environmental Education. These characteristics include:

- Integration into any subject curriculum.
- Ability to relate to students’ own experiences and observations in their immediate surroundings.
- Allowing students to view their community in the context of the influences that people exert on economics, culture, social climate, and general order.
- Helping students learn about civic responsibility and their role in protecting the community and its environment.
- Allowing students to examine the possible consequences of their behaviors on the community, their neighborhoods, their families, and even themselves.
- An ability to increase students’ sense of personal stake in the community. Students reflect on actions, discuss their opinions and what, if anything, they should do differently.
- Reinforcing the connection between actions and consequences.
- Increasing understanding of how the actions of individuals have a cumulative impact on the community.
- Enriching the learning experience through hands-on actions that are balanced and objective.

Graffiti Hurts also has an Activity Bank (see page 21) of graffiti prevention ideas for the classroom or the school.

Lesson1 - What is Graffiti?

This sentence-completion exercise can be used as a Pre- and Post-Test of student knowledge and attitudes related to graffiti.

Objective

Students will be able to complete open-ended sentences to reveal their current attitudes regarding graffiti.

Method

Ten questions will be presented in the form of a handout. Students individually complete each sentence and discuss their responses.

Materials

Photocopies of the Graffiti Hurts sentence completion worksheet provided (one for each student); writing materials.

Vocabulary

attitudes	behaviors
citizens	community
graffiti	ownership
permission	private property
public property	vandals

Procedure

1. Give each student a copy of the sentence completion worksheet.
2. Allow completion without further discussion or definition.
3. Allow students to share answers and discuss their responses.
4. Present background material provided on the Graffiti Hurts web site (www.graffitihurts.org).
5. Discuss what an attitude or behavior is and how we develop them.
6. Discuss the ideas of "ownership" and "permission" and how they relate to graffiti. Discuss the difference between "public property" and "private property."
7. After this unit of study is completed, you may wish to use this worksheet as a post-test or assessment tool. Students will be able to compare and contrast their pre- and post-responses to the statements on the worksheet.

Assessment

Students write three open-ended sentences on graffiti, trade papers and complete the sentences of their classmates.

Enrichment

1. Students write a story, poem or essay that includes his/her feelings when seeing something defaced with graffiti.
2. Students imagine they are a wall defaced with graffiti. Students write a short skit. What would the graffitied wall say to the perpetrators?
3. Students create a magazine with pictures of beautiful places, public places, or other graffiti-free scenes and write stories about why they think the place is beautiful.

Directions: Make the following phrases into complete sentences:

1. Graffiti is
2. I think graffiti is created by
3. Those who do graffiti wish to
4. When I see graffiti I feel
5. Graffiti is usually found
6. The graffiti in our school is
7. The best way to stop graffiti in our school is
8. Graffiti is harmful because
9. Graffiti vandals are
10. To keep our schools and community beautiful as a student and citizen I should

Lesson 2 - Mind Map

Concept maps teach the skills of organizing thoughts and ideas in a consistent format. The sample offered here is a basis for more complex models.

Objectives

Students will be able to: 1) increase their own understanding of the graffiti problem by constructing their own concept maps in small groups; 2) actively participate in class discussion; and 3) rely on information from Graffiti Hurts concept maps to participate in class discussion.

Method

Students will construct concept maps in small groups or teams of 3 or 4 using key vocabulary terms suggested by the teacher before class discussion.

Materials

Photocopies of blank concept maps provided (one for each student); teacher-prepared graffiti vocabulary lists; large sheet of newsprint paper for large map prepared by each group.

Vocabulary

deliberate	community
illegal	eyesore
graffiti	offensive
pride	responsibility
self-control	strong
uninvited	unwanted
unwelcome	wrong

See student vocabulary (page 24) for additional words.

Procedure

1. Begin the activity by asking the students to define or describe concept mapping. Help the class come to a group consensus.
2. Present a list of potential graffiti words and terms prior to the construction of concept maps.
3. Present the sample concept map and explain that each student will work in a small group and design a similar one.
4. Break the class into groups no larger than 3 to 4 students each.
5. Students will fill in the sample using suggested words.
6. Have students create larger maps drawing words from the group or other sources.

Assessment

Students will construct concept maps and use them to interact in a class discussion on graffiti.

Enrichment

1. Have students decide on ways that they can help their school and community educate others about the graffiti problems.
2. Draw posters illustrating what "graffiti is" and what "graffiti isn't".
3. Develop a school-wide campaign and slogan to help prevent graffiti.

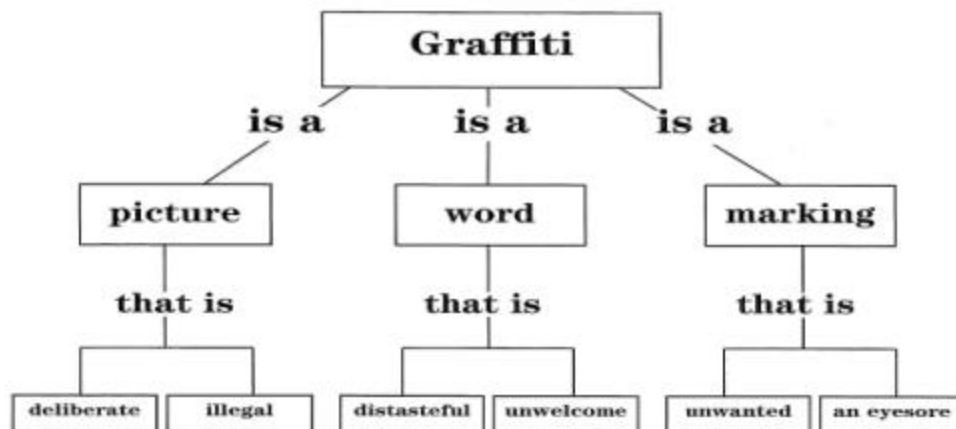
Mind Mapping

Sample Concept Map

Other maps:

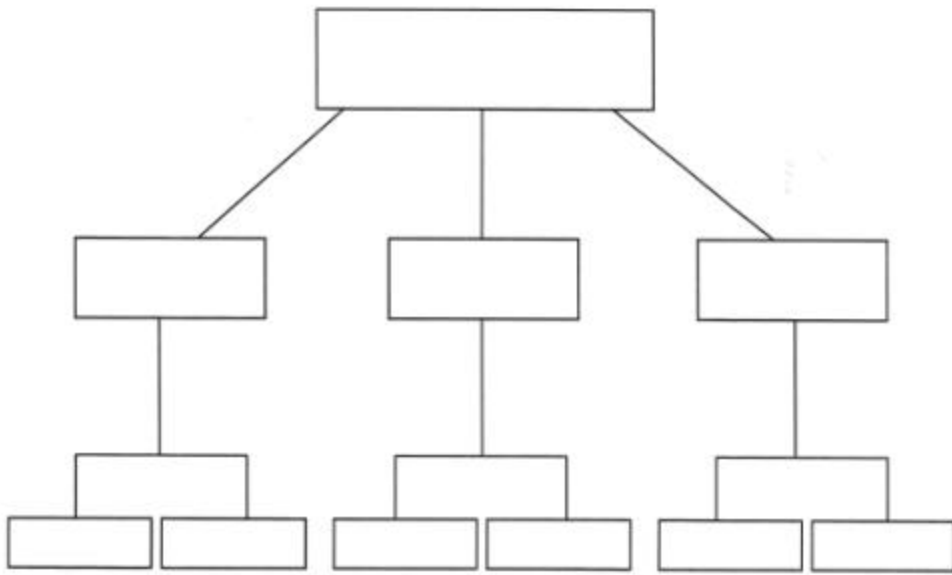
Graffiti hurts... environments, citizens, communities
by destroying...walls, buildings
by ruining their...property, city
by blighting their...view, neighborhood

Graffiti removal is... needed, useful, beneficial
to preserve...property, a sense of safety
to keep our...school clean, community beautiful
to prevent...eyesores, ugliness, more tagging



Mind Mapping

Student Worksheet



1. What is concept mapping?
2. List graffiti vocabulary:

Lesson 3 - Counting the Costs

Objectives

Students will identify the costs of graffiti to communities and the financial consequences to taggers.

Method

Students will discuss the costs of graffiti to communities and calculate costs by working graffiti prevention story problems (mathematics includes addition, subtraction, multiplication and division skills).

Materials

Photocopies of the Graffiti Hurts story problem sheets provided (one for each student); writing materials; (optional: calculators).

Vocabulary

graffiti	ownership
tagger	vandalism

Procedure

1. Begin class discussion by introducing the terms graffiti and vandalism. Discuss the following questions:
 - What is graffiti? What is vandalism?
 - Ask students to think about something they own that they value. Discuss how they would feel if it was defaced, destroyed or graffitied.
 - Ask students how much money they think it would cost to repair or replace the graffitied or damaged item.
2. Pass out worksheet #1. Depending on your class level, you may wish to work problems together or set a time limit for completion. (Answers: page 25)
 - Worksheet #1, I, A-F math skills: addition, multiplication and division
 - Worksheet #1, II, A-D math skills: addition, subtraction, multiplication (percentages and fractions) and division
3. Discuss the answers to the math problems along with the consequences of graffiti: expenses to homeowners and merchants as well as to taggers in the form of punishment and fines.
4. Pass out worksheet #2 for students to complete on their own. (Answers: page 25)
 - Worksheet #2, I, A-D math skills include: addition, subtraction and division
 - Worksheet #2, II, A-D math skills include: addition, subtraction, multiplication (percentages) and division

Assessment

Students correctly complete the math story problems. Students understand the financial costs and expenses connected with graffiti.

Enrichment

Students create their own graffiti prevention story problems.

Worksheet #1 - Counting The Costs

Name: _____ Date: _____

I.

- A. When Mrs. Thomas had to paint over the graffiti on her garage, she had to buy a gallon of paint, a paint tray and a paint roller. The paint cost \$19.99, the tray cost \$3.96, and the roller cost \$6.75. How much did Mrs. Thomas have to spend?

- B. Mrs. Barker had to hire someone to remove graffiti from her fence. She hired Michael and Eric at \$7.00 an hour each. It took them a total of 5 hours to finish the job. How much did Mrs. Barker have to pay them to have the graffiti removed?

- C. Mrs. Barker also had to buy the paint, which cost \$17.99, two paint brushes at \$5.95 each, two paint trays at \$2.99 each, and paint thinner for \$7.43. How much did Mrs. Barker's supplies cost?

- D. All together, how much did it cost Mrs. Thomas and Mrs. Barker to have the graffiti removed from their property?

- E. The police caught Josh and Craig tagging the Community Center wall. The police were able to identify them as the same ones who graffitied Mrs. Thomas' garage and Mrs. Barker's fence. They were charged with vandalism in all three incidences and each boy was fined \$200, for each place he tagged. They also had to pay back Mrs. Thomas and Mrs. Barker for what they had to spend to cleanup the graffiti. Altogether, how much did their tagging cost Josh and Craig in fines?
- F. The judge also decided to sentence Josh and Craig to community service work when they could not pay their fines or pay back Mrs. Thomas and Mrs. Barker. The two boys will paint out graffiti for 8 hours every Saturday until their fines are paid. Each hour they paint will reduce their fines by \$7.00. How many Saturdays will they both be required to paint out graffiti?

II.

- A. Mr. Gambini is a local businessman who was constantly plagued by taggers tagging his grocery store walls. Each time Mr. Gambini had to paint out the graffiti it cost him \$48.97 in supplies, 7 hours in labor for which he paid Deon \$5.75 an hour to remove, and \$7.99 for Deon's lunch. How much did it cost Mr. Gambini when the taggers struck 8 times in one month?
- B. Jeff climbed onto Mr. Gambini's roof to put his tag on the grocery store sign. He fell and broke his arm. Ambulance fees were \$320, the doctor who set Jeff's arm charged \$480, medical supplies and medicine cost \$147.63, and the hospital emergency room cost \$300.37. How much were Jeff's total medical expenses?
- C. Jeff's weekly allowance was \$8.00. His parents are keeping Jeff's allowance until they get 1/4 of Jeff's medical expenses back. How many week's will it take before Jeff gets his allowance again?
- D. Because Jeff broke his arm tagging Mr. Gambini's store, his parents took away his driver's license. He now has to ride the city bus to school and back. Each one-way trip costs \$1.75. Jeff must attend all 70 days left in the school year. Jeff has \$300 in his savings account. How much will he have left in his savings account after paying for his bus rides to and from school?

Worksheet #2 – Graffiti Hurts Story Problems

Name: _____ Date: _____

I.

- A. Students at Elm Street School worked with a community group to paint a mural over graffiti near the school. A paint store donated paint worth \$59.50 and brushes worth \$35.25, a hardware store donated a ladder worth \$21.35, and a deli donated \$19.80 worth of soft drinks. How much were the total donations for the mural project worth?
- B. A number of students enjoyed the mural project so much they decided to form a school graffiti prevention club. The club wanted to paint-out neighborhood graffiti as a service project. To purchase paint-out supplies, the club earned \$170 washing cars. If they charged \$5.00 for each car, how many cars did the students wash?
- C. If the paint-out supplies cost \$127.30, how much money did the club have left over to put into its treasury?
- D. The club decided to use the treasury money to buy art supplies to create a poster with the message, "Graffiti Hurts." Members purchased poster paper for \$11.00, markers for \$4.95, and paid a local printer \$26.75 for reproduction costs. How much is left in the club's treasury?

II.

- A. Elm Street School remained graffiti-free for the entire school year due in large part to the graffiti prevention club. The principal had \$320 set aside for graffiti cleanup that she didn't have to use. She decided to give the money to the club to plant trees around the school and buy a bench. The bench cost \$85. Each tree cost \$24.
- B. How many trees could the club plant?
- C. How much money did the club have left after purchasing the bench and trees to put in its treasury?
- D. For Keep America Beautiful Month in April, the local radio station is sponsoring a jingle writing contest, the city's beautification committee is sponsoring a poster contest, and the mayor's office is sponsoring an essay writing contest on the theme "Graffiti Hurts." The club decides to enter each contest. First prize for each contest is \$100, second prize is \$50 and third prize is \$25. Two club members win first prize, 1 club member wins second prize, and 3 club members win third prizes. How much money did they win all together?
- E. If a total of 20 club members entered contests, what percentage of members won prize money?

Lesson 4 - Adopt This Spot

Objectives

Students will be able to describe how beautifying an area prevents graffiti.

Lesson Length

Teacher preparation one week in advance, one class period for discussion, one month for on-going beautification project.

Method

Students will clean-up and improve a public space.

Materials

Photographs of community; materials for beautification project, including camera and film.

Vocabulary

beautify

Procedure

1. One week prior to the start of this activity ask students to collect pictures of their community from the local newspaper. If possible, photograph several locations in your community. Some of the photographs should show graffiti and some should depict areas that have been beautified.
2. Post all of the collected photographs in the classroom. Discuss with students which areas of the community have the most appealing appearance. Ask them which areas they would like to visit and why. Discuss which areas they would avoid and their reasons for doing so.
3. Ask students what it means to graffiti. Discuss the following questions with students. Don't comment on student responses. Simply keep a record of them on the chalkboard or overhead projector.
 - Would you feel bad about producing graffiti in an area where there is already graffiti? Why or why not? Would you feel bad about someone placing graffiti on any of the locations in the photographs? Why or why not?
 - How would you feel about producing graffiti in a very clean area?
 - How would you feel about producing graffiti on a church or synagogue? Tombstones? A memorial statue?
4. Introduce the "broken window theory." This theory states that if a window is left unrepaired, then other forms of vandalism and crime will follow.
 - In other words, if graffiti is allowed to stay on walls, then it won't be long before more graffiti appears.
 - Trash and litter become commonplace in such areas.
 - People loiter in the areas and more serious criminals take advantage of the surroundings.
 - Graffiti creates a downward spiral for our communities; reducing our quality of life and encouraging fear and anxiety.Ask students to consider the theory. Do they agree? Discuss the community photographs. Do they support the "broken window theory?"
5. Introduce the term beautification. Ask students to think of ways to beautify an area within or around the school. Stress that ideas should be practical.

6. Work together to choose a project and location in or near the school and tell the students that they will ADOPT THIS SPOT for one month. During that time they will be responsible for the initial clean-up (and/or reporting it to the janitorial staff to take care of), daily examination of the area for signs of decay and any beautification projects.
7. Take before and after photographs of the spot students have adopted.

Assessment

Have students examine the results of their continued efforts. Keep a log or chart of comments other students or school personnel make about the beautified spot.

Enrichment

- Beyond cleaning and maintaining the location, ask students to consider ways to improve the area (i.e., plant flowers, create a mural, post public service posters, add benches, etc.).
- Make a commitment to maintain this spot for the remainder of the school year.
- Make a bulletin board using the community photographs from the lesson.

Lesson 5 - Let's Put A Spin On Things: Graffiti Role Playing

Objective

Students will act out various scenarios and consider the roles of the participating characters.

Lesson Length

One class period

Materials

Photocopies of role plays provided

Method

Students will role play graffiti vandalism scenarios

Vocabulary

liable
vandalism
graffiti

Procedure

1. Role playing is an excellent catalyst for discussion about your community's graffiti problem. Break students into groups of two. Duplicate the student sheet with this lesson. Ask one person from each group to read person 1's scenario and the other students to read person 2's scenario from the role playing scenes below. Have students assume the role of their "person" and express how they feel about graffiti. If students are unfamiliar with role playing they may need some practice at arguing a viewpoint different from their own.
2. Use the questions following each role play to involve the class in a discussion of the effects of graffiti.

Assessment

The student produced role plays

Enrichment

- Ask students to develop their own graffiti scenarios and role play them for the class. Use articles about graffiti from the local newspaper as the basis for a role play.
- Invite parents or other adults from the community to participate in the role plays.
- Have students prepare a questionnaire for their parents on their feelings about graffiti. Compile and share the results with other classes.

Role Play #1

Person 1:

Walking home one night you decide to cut through the school parking lot to save a little time. As you pass the school's back wall, you notice a group of kids that go to the same school. You stop and talk to them and realize that the wall that they are standing in front of is covered with graffiti. You also notice paint on their hands and clothing. When you ask them about it, they say they are bored and just wanted something to do. They ask you to join in and when you decline, warn you not to tell anyone what you saw. The following day you are called into the principal's office. He informs you that the security camera taped you walking through the parking lot the night before. He presses you to confess and tell him who else was involved.

Person 2:

You are the principal of a public high school. When you arrive at school on Monday morning your custodial staff informs you that the back wall of the school has been covered with graffiti. The damage is estimated at \$800. You are told that a security camera recorded a student walking across the parking lot. You are certain that the student wasn't involved in doing the graffiti but that he/she probably knows who did. You decide to question the student.

Discussion questions:

- Should the principal ask the student to inform on the kids he/she saw?
- Should the student tell the principal who did the graffiti? Why or why not?

Role Play #2

Person 1:

When coming home from school, you notice that the fence that stretches across your neighborhood has been covered with graffiti. You call a friend and ask if you should call the police. Your friend says not to bother..."graffiti isn't really a crime and they'll never punish the kids anyway."

Person 2:

Your friend calls you to ask your advice about some newly discovered graffiti in your neighborhood. He/she seems angry that someone would paint his property and wants to call the police. You disagree, arguing that the police will never catch the kids and even if they do they won't be punished.

Discussion questions:

- Do you have an obligation to let the police know about a crime that has been committed?
- Is there a difference between graffiti on public property and graffiti on private property?
- Should you paint over the graffiti right away or leave it on the fence?

Role Play #3

Person 1:

Last night you and some friends got a hold of several cans of spray paint and had a great time tagging an overpass along the interstate highway. Today you are in the car with your parents. As they drive under the overpass they comment on how annoyed they are by all the graffiti. They say that "kids today have no respect for property...graffiti makes the country look like nothing but a bunch of vandals live here." You start to defend it by saying that kids are bored and need something to do...besides good graffiti is art, ugly graffiti is vandalism.

Person 2:

You are going to dinner with your family. On the way, you pass several fences, businesses and street signs covered with graffiti. As you travel the interstate highway, you drive under an overpass covered with graffiti and comment on how ugly graffiti is. You are annoyed and angry. Your child defends graffiti as an art form. It angers you to hear him/her defending such behavior.

Discussion questions:

- Why do you think the parents are angry?
- What is the difference between art and vandalism?
- What alternatives to graffiti are available to children to express themselves?

Lesson 6 - Putting The Pieces Together: Defining Graffiti

Objective

Students will compare and contrast characteristics of graffiti, vandalism and art.

Lesson Length

One class period

Materials

Overhead projector; chart paper or chalkboard

Method

Students will create a working definition of graffiti using Venn Diagrams.

Vocabulary

graffiti	vandalism
art	community
Venn Diagram	

Procedure

1. Background:
 - **Graffiti** is any inscriptions, names, slogans, drawings and any other marked scratched, written, painted or otherwise applied marking to a public or private surface without the express permission of the owner.
 - **Vandalism** is willful or malicious destruction of property.
 - **Art** is an arrangement of sounds, colors, forms, movements or other elements in a way that affects the aesthetic sense.
 - **Community** is a group of people living together as a small social unit within a larger social unit. A community is comprised of individuals sharing interests, beliefs and values.
2. Draw a large Venn Diagram (two circles drawn so they overlap in the center) on the chalkboard or overhead projector. Label one section of the circle graffiti and the other art. Ask students to describe graffiti and art. If the description given is unique to either graffiti or art place it in the appropriate circle. For example: graffiti is placed on a person's property without their permission, art is not. If the description could be true of both graffiti and art it is placed in the overlapping portion of the circles. For example: both graffiti and art utilize paints.
3. Once students have compared and contrasted art and graffiti draw a new Venn Diagram. Place the words graffiti and vandalism in the two circles. Fill in the diagram as before.
4. Based on the diagrams ask students to develop their own definition of graffiti. The diagrams should demonstrate for students that graffiti, although considered an art form by some people, is vandalism. Be prepared for some lively debate on this subject!

Assessment

The generated Venn diagrams

Enrichment

- Ask the students to define community. Discuss how graffiti, art and vandalism affect their communities.
- Visit an art museum or local art gallery.

Lesson 7 - Slogan Say-How

Objectives

Students will be able to define and use a logo or slogan to promote anti-graffiti awareness in their school.

Lesson Length

One class period

Materials

Art supplies; poster board

Method

Students will create an anti-graffiti logo and/or slogan

Vocabulary

logo

slogan

Procedure

1. For more than a decade, community groups and governments have been using slogans and logos to fight graffiti vandalism. Slogans include: "Make your mark in school; I've got two words for you - Graffiti Hurts; Graffiti isn't art; and Get the writing off the walls." Ask students to brainstorm examples of anti-graffiti and environmental slogans and logos they have seen or heard.
Discuss how these slogans represent the values of ideas of an anti-graffiti message. Consider:
 - how they attract attention
 - how they stimulate instant recall
 - are the logos attractive
 - the importance of color
2. Have the students create a logo and slogan with an anti-graffiti message. This message could focus on the negative effects of graffiti or the consequences of writing graffiti. As a group choose the best logo and slogan. Design a poster with both logo and slogan and post copies in the classroom.

Assessment

The poster and its use in the classroom

Enrichment

- Reproduce the poster and display it throughout the school.
- Hold a school wide contest to design graffiti prevention slogans and posters.

Activity Bank

Research and Report

Have students research the discovery and the significance of cave drawings done by prehistoric man, the hieroglyphic symbols of ancient Egypt, and the rock paintings created by Native Americans. What did these drawings and writings mean? How do they differ from modern graffiti? What makes one acceptable and the other unacceptable?

Classroom Speaker

Invite the local police department's youth officer or a court prosecutor to speak to your class about graffiti and the penalties graffiti vandals face if caught. Ask the speaker to stress that graffiti is a dangerous pastime and can result in injury or violence.

Art Club

Create a student art club to encourage student creativity. Investigate ways students' artwork can be displayed at school or in the community. Learn if students can paint the backdrops for performances by the school drama club or community theater workshop.

Student Murals

With the assistance of an art teacher or artist familiar with mural graphing techniques, students can organize a mural project on the school campus or at a nearby location where graffiti has occurred. If the subject of the mural is historically or culturally significant, students can use the time before it is painted to research the culture or period in history. Be sure to:

- Ask students for subject ideas.
- Show school officials or property owners preliminary designs and ask them to help select the final design.
- Incorporate the mural graphing into mathematics lessons.
- Ask the school to prepare an exterior wall with primer paint and seal cracks if the mural is outside.
- Ask for adult volunteers to help students paint and clean up the work area.
- Have a dedication and invite school officials. Serve fun foods and give the event a festive air.

"Graffiti Grapplers"

At Anson Jones Middle School in San Antonio, Texas, a "Graffiti Grapplers" student group removed over 80,000 square feet of graffiti from the community in cooperation with city agencies, neighborhood and civic groups, and adult volunteers. The group:

- Contacts the city council, local parks department, or neighborhood group before commencing a project.
- Meets owners of the property and nearby neighbors.
- Secures permission for the project.
- Asks neighboring businesses for funds or supplies.
- Prepares permission slips for all students who participate.
- Takes "before" and "after" photos.
- Makes sure students are supervised by adults at all times and there is no horseplay.

Clean Campuses

Organize a school campus beautification project. Students will learn about respecting public areas and shared responsibility for their care. In many communities where local Keep America Beautiful, Inc. affiliates are active, "Clean Campus" programs are held annually, with the winning

school receiving recognition and prize money for school supplies from sponsoring businesses. The event can involve the student body, administrators, parent-teacher associations, and community-minded local companies.

Planting and Landscaping

Students can help make their school campuses more attractive by offering to plant shrubs or bushes along a wall or fence and maintain the area. Classes of younger students could grow flowers for planting at the site. A local garden center might donate seeds or several shrubs for the project. Areas which have been planted are less likely to be graffitied.

Student Vocabulary

Acceptable	A form of behavior that is approved by the majority of people in the community.
America	The United States of America.
Apathy	Showing a lack of interest or not caring.
Attitude	A personal feeling of one's self-worth, abilities, and expectations that is influenced by society, community, family, and friends.
Beautiful	Anything that people believe is attractive, pretty, or appealing.
Behavior	An action that is taken by an individual.
Blight	The condition of a street, neighborhood, or area caused by litter, accumulations of trash or debris, graffiti, or buildings and lots that are not taken care of.
Citizens	The residents of a community.
Community	The people, places, and things which make up the area in which we live and work.
Cost	The impact that a destructive activity such as graffiti vandalism has on the entire community.
Crime	An action that intentionally breaks a law. Crimes may be committed against both people and property.
Deliberate	An action that is done on purpose.
Disorder	A condition of society or a community in which laws are disobeyed and people show no respect for the well-being or property of others.
Education	The process of learning something new or increasing your knowledge of a subject.
Environment	The natural surroundings of our community, including its trees, water, parks, open spaces, and air.
Eyesore	An area or building made visually unattractive by graffiti, litter, overgrown weeds, or accumulations of trash.
Good Citizens	People who follow their community's laws, respect property owned by others, and are concerned about their families, friends, and neighbors.
Graffiti	The writing, marking, painting or scratching of a mark, name or message on any surface without the permission of the owner.
Graffiti-free	The condition of any surface that does not have graffiti.
Illegal	Something not allowed by law.
Keep	To have possession of, or to control.
Landscape	To plant flowers, bushes, or trees in an area to make it more attractive.
Litter	Waste that is generated by people and discarded in an inappropriate place, such as a street, playground, lot, or stream, or improperly stored waste that escapes from its container.
Litter-free	An area that contains no litter.
Mural	A large picture painted on a wall or building with the permission of the property's owner.
Offensive	Something that many people in a community find to be disrespectful or harmful.
Owner/Ownership	The person, business, or agency to whom property belongs.
Paint Out	To erase graffiti or other markings by painting over them with a color that matches the rest of the surface.
Permission	To do something with the approval of the person who owns the property.
Pollution	The contamination of soil, water, or air by improperly disposed waste.

Prevention	A step that someone does to keep an unwanted thing from happening.
Pride	To take pleasure or satisfaction in your own work, personal appearance, or neighborhood.
Private Property	Property that people may not enter without the permission of the owner.
Public Property	Property owned and maintained by the community for everyone's use, such as parks, streets, schools, and libraries.
Recognition	The act of being noticed by other people or winning their approval for something done.
Remove	To take away or make something disappear.
Respect	To show courtesy and responsibility.
Responsibility	Showing trustworthiness and good behavior.
Self-Control	To have control over your thoughts and actions.
Self-Expression	To express a personal feeling or opinion through words, gestures, music, art, or any other action.
Strong	Powerful or possessing great strength.
Tagging	The act of a graffiti vandal to write, draw, paint, or etch a "tag" name onto any item or surface without the owner's permission.
Tagger	One who uses graffiti to mark any surface with a name or initials.
Unacceptable	A behavior or action that is not approved by the majority of people in the community.
Uninvited	Something that is unwelcome or occurs without approval.
Unwelcome	Not wanted.
Unwanted	Something that is not wanted.
Vandal	One who purposefully damages or destroys property owned by another.
Vandalism	A crime in which damage to property owned by someone else is done on purpose.
Victim	A person who suffers because something he or she owns has been damaged, destroyed, or lost because of a crime.

Answers

Worksheet #1 I A: \$30.70
Worksheet #1 I B: \$70.00
Worksheet #1 I C: \$38.30

Worksheet #1 I D: \$139.00
Worksheet #1 I E: \$1339.00
Worksheet #1 I F: 24 Saturdays

Worksheet #1 II A: \$777.68
Worksheet #1 II B: \$1248.00
Worksheet #1 II C: 39 weeks
Worksheet #1 II D: \$55.00

Worksheet #2 I A: \$135.90
Worksheet #2 I B: 34 cars
Worksheet #2 I C: \$42.70
Worksheet #2 I D: 0

Worksheet #2 II A: 9 trees
Worksheet #2 II B: \$19.00
Worksheet #2 II C: \$325.00
Worksheet #2 II D: 30%